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culture, not by taking its culture from the mass. It can not do this unless its daily work is carried on by a vigorous, competent, self-respecting personnel. Its task is more exacting, perhaps, than that of any other institution in our civilization. Time was when the church was the chief custodian of a higher civilization. That time has long since gone by. Time was when in an hereditary aristocracy resided the custodianship of culture. That time too has gone by. Democracy is in the saddle and does not know whither it is riding. Unless it supports and nurtures an institution which can find a way and lead it, democracy is riding to a bad fall. This institution for democracy is the university. My argument for more recognized participation by the faculty in administration has, as its central thesis, the belief that this change would be a means by which the members of the faculty might grow up to a keener sense of their great tasks, and develop more strength to discharge them. Our supreme functions are, as I have indicated, to be the conservators and the improvers of human culture: That is to say, of culture as a means for the improvement of the human race. It is only as conscious of the difficulty and the worthiness of our tasks as servants of the common-weal, that we should ask for anything. We should ask for a more effective participation in the direction of university policies only that thereby we may be freer to serve more effectively the whole of society by better conserving, transmitting and improving the cultural implements for the perfection of man."—*Joseph A. Leighton, Ohio State University.*

THE AMERICAN OXONIAN.—Volume 8, No. 1, January, 1921, gives an interesting statistical survey of the record of the American Rhodes Scholarships from 1904 to 1916. The general result may be inferred from the editorial following:

"We have examined in considerable detail the facts of the record of the American Rhodes Scholars so far as these facts are capable of summary in statistics of the type used. It is now appropriate to survey the record from a broader point of view and see what light, if any, they shed on general questions in regard to the Rhodes Scholarships. Has the scheme, for instance, realized the expectations of the Founder? If not, have the scholarships justified themselves in other ways? Rhodes planned

to bring the two great branches of the Anglo-Saxon race into closer sympathy with each other; any gain to the individual who was used as an instrument to this end, was merely incidental to this plan. For the success of Rhodes' plan as he conceived it, it is essential that the men selected be high-grade men who give promise of becoming leaders in American life, that they react favorably to the Oxford environment and learn to appreciate its values, and that on their return they enter occupations which afford them an opportunity to influence their countrymen. It is certainly pertinent evidence on the first of these points that about three-fourths of the men are of high scholastic standing in their own institutions as measured by the standard for election to Phi Beta Kappa. Their willingness to conform to Oxford custom is indicated by their general participation in Oxford activities—by the facts that seventy per cent have participated actively in the athletics of their Oxford colleges, and that about the same proportion have taken the same degree—B.A.—as taken by most Englishmen, although most of the Americans have already secured that degree before arrival in Oxford. The high standard of ability of the group is further indicated by their very considerable success in the honors examinations, although they have not been able to equal the pick of the British students in the studies for which the latter are specially prepared.

“In regard to the probable future influence of the Rhodes Scholars in American life, the critic may point out the absence of politics and diplomacy from the list of occupations, and the small number in public service of any type. Several men as a side issue have been candidates for office:—Congress, Secretary of State for a state, and so forth, and one man is ‘chairman’ of the State Committee’ of his party. Only one man, so far as known, is in the permanent diplomatic service, although a number of men engaged in that type of activity during the war. The expectation of Rhodes, or at least of some of the early writers on the subject, was that the Rhodes Scholars would enter politics in the English sense, or go into the diplomatic service. But neither of these lines affords a career in the United States for a man with his own way to make; the organization of the diplomatic service rather than the scholars or the scholarship plan, is to blame for this imperfect fulfillment of early expectations.

“But even while it is admitted that in politics and diplomacy

the original intent of the plan has not been realized, and is not likely to be realized, one should realize fully the significance of the large proportion—over one-third—of the men engaged in education, especially college teaching. There is a closer relationship in the United States than in any other country between education and public life; we are therefore justified in saying that the Rhodes Scholars in that occupation are in a position to exert as great an influence as they could in any other line—even in politics—and more than in the American diplomatic service. In view of the close relation between law and political life in this country some of the scholars engaged in the practice of law may be expected to become leaders in political life after their professional position is established. In their case, as for all the scholars, it should be remembered that the oldest Rhodes Scholars are still young and that in American political and social life, most of the leaders are selected from those who have demonstrated their worth in their own profession or business. From this point of view, the important thing is that the Rhodes Scholars should be ‘making good’ each in his own line. We may, therefore, hope that the inclusion of seventeen men in ‘Who’s Who’ and the satisfactory academic standing of the college teachers among the Rhodes Scholars, are straws that show that the wind is blowing towards a satisfactory future, in which it will be a fact obvious to all that the Rhodes Scholarships have accomplished something towards fostering Anglo-Saxon solidarity and assuring the peace of the world.”

A NATIONAL SURVEY OF STATE UNIVERSITIES.—How should it be undertaken?

“Even in the wealthiest states and those possessed of the most enlightened fiscal systems there is growing anxiety as to how the means can be secured to meet the increasing burden of education and especially higher education. The public higher institutions of the country never before faced a threat so dangerous. We have come to the day when the question must be answered—can states afford free higher education? Facts are already at hand to prove that they cannot afford it unless all property within the border of the state can be brought to pay its just tithe for public purposes. The future of state higher institutions is intimately bound